

Beginning Teacher Conference Sessions (2015)

Pending Approval

Title: 1 Are you a Boss or a Leader in your classroom?

Presenter: Davis, Tatia

Focus Area: Classroom Management (6-12)

Other Area:

Audience: 9-12

Abstract: Classroom management and leadership is the direction needed to successfully guide students toward a positive result and valuable learning experience. In this workshop, teachers will explore ways to implement strategies for building relationships with students, create a classroom atmosphere of mutual respect, and examine "real-life" classroom scenarios to engage in dialogue about methods that have and have not been effective. Participants will learn the importance of teaching their behavioral expectations and establishing routines, and acquiring the attitudes and strategies of effective classroom teachers.

Presentation Addresses the Following Categories of Instructional Strategies that Affect Student Achievement

Identifying similarities and differences	<u>Yes</u>	Cooperative learning
Summarizing and note taking		Homework and practice
Questions, cues, and advance organizers		Nonlinguistic representations
<u>Yes</u> Setting objectives and providing feedback		Generating and testing hypotheses
<u>Yes</u> Reinforcing effort and providing recognition	<u>Yes</u>	Other

Title: 2 Assessment Toolkit

Presenter: Drake, Melissa

Focus Area: Other Area

Other Area: Assessments

Audience: Middle/High

Abstract: Giving Common Assessments, EOGs, EOCs, NCFEs, or CTE Exams does not happen by chance. You need specific year-long strategies to make the final product reflect both your and their hard work and preparation all along. Do not leave the final assessment to the "good luck" of your students. Practice the techniques all along that will guarantee them the success both you and they desire. Come prepared to bring any of your own suggestions and to learn many more (from a many year veteran) for your Assessment Toolkit.

Presentation Addresses the Following Categories of Instructional Strategies that Affect Student Achievement

Identifying similarities and differences	<u>Yes</u>	Cooperative learning
Summarizing and note taking		Homework and practice
Questions, cues, and advance organizers		Nonlinguistic representations
<u>Yes</u> Setting objectives and providing feedback		Generating and testing hypotheses
<u>Yes</u> Reinforcing effort and providing recognition	<u>Yes</u>	Other

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Pending Approval

Title: 3 Battling the Bulge, Take 2!-Motivating Students & Teachers Through NEW Physical Activity Strategies for the Academic Classroom
Presenter: Richardson, Laura & Murvine, Lauren
Focus Area: Planning for Effective Instruction
Other Area:
Audience: All
Abstract: Would you like to model a healthy lifestyle and inspire your students to make healthy choices? Would you like to give your students productive ways to be more physically active in your classroom? In this session, we will demonstrate ways to incorporate physical activity into academic instruction. The session will also include fitness activities that can be integrated into our own workdays as well as healthier eating strategies for busy teachers! (Handouts included!) If you joined us last year, don't hesitate to return; we have new activities and ideas for 2015!

Presentation Addresses the Following Categories of Instructional Strategies that Affect Student Achievement

<i>Identifying similarities and differences</i>	<u>Yes</u>	<i>Cooperative learning</i>
<i>Summarizing and note taking</i>		<i>Homework and practice</i>
<i>Questions, cues, and advance organizers</i>		<i>Nonlinguistic representations</i>
<u>Yes</u> <i>Setting objectives and providing feedback</i>		<i>Generating and testing hypotheses</i>
<u>Yes</u> <i>Reinforcing effort and providing recognition</i>		<i>Other</i>

Title: 4 Beyond the Digital Worksheet: Differentiation Through Gamification
Presenter: Rook, Debra
Focus Area: Technology for the Classroom
Other Area:
Audience: Middle/High
Abstract: With blended learning, common digital “read-and-click” activities are not automatically engaging or differentiated. However, incorporating principles of gamification allows for differentiation, improves higher order thinking and promotes collaborative learning. This workshop presents a Governor’s Teacher Network action research project conducted in an 8th grade ELA classroom. The workshop demonstrates resources for any content, discusses the benefits and drawbacks of gamification, and provides templates for “gamifying” that motivate students through the power of play.

Presentation Addresses the Following Categories of Instructional Strategies that Affect Student Achievement

<i>Identifying similarities and differences</i>		<i>Cooperative learning</i>
<i>Summarizing and note taking</i>		<i>Homework and practice</i>
<i>Questions, cues, and advance organizers</i>		<i>Nonlinguistic representations</i>
<u>Yes</u> <i>Setting objectives and providing feedback</i>		<i>Generating and testing hypotheses</i>
<u>Yes</u> <i>Reinforcing effort and providing recognition</i>		<i>Other</i>

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Pending Approval

Title: 5 Bridging the Gap with the Power of Rap

Presenter: Grant, Paul

Focus Area: Other Area

Other Area: Classroom strategies to implement hip hop, games, and activities that relate to students

Audience: All

Abstract: : Hip Hop is the number one culture of choice for today's youth. You can see Hip Hop reflected in their music, dress, speech, and overall style/attitude. How many times have you told your students, "I wish you could learn your lesson like you know MC So and So's lyrics."? If that sounds familiar come get "in" where you fit in and listen to G-rant show you how to effectively implement the Art of Hip Hop into your curriculum and classroom!

Presentation Addresses the Following Categories of Instructional Strategies that Affect Student Achievement

Identifying similarities and differences

Cooperative learning

Summarizing and note taking

Homework and practice

Questions, cues, and advance organizers

Nonlinguistic representations

Setting objectives and providing feedback

Generating and testing hypotheses

Reinforcing effort and providing recognition

Yes *Other*

Title: 6 Collaborative Learning Hybrid Classroom

Presenter: Maness, Kirby

Focus Area: Technology for the Classroom

Other Area:

Audience: Middle/High

Abstract: The collaborative learning hybrid classroom consists of students receiving mini-lectures (10-15 minutes) from their teacher on particular units. Every unit of study will have problem questions that the students must answer in their collaborative learning groups. The students will have a list of activities (essays, posters, charts, maps, skits, pictures, thinking maps, timelines, historical speeches, resumes, videos, power points) to answer their problem questions for that unit. Students will also have to present their material as part of their collaborative learning groups. Finally, students will also be assessed on the material by the taking exams that ask those problem questions.

Presentation Addresses the Following Categories of Instructional Strategies that Affect Student Achievement

Yes *Identifying similarities and differences*

Yes *Cooperative learning*

Yes *Summarizing and note taking*

Homework and practice

Yes *Questions, cues, and advance organizers*

Nonlinguistic representations

Yes *Setting objectives and providing feedback*

Generating and testing hypotheses

Yes *Reinforcing effort and providing recognition*

Other

Beginning Teacher Conference Sessions (2015)

Pending Approval

Title: 7 Communicating Effectively

Presenter: Harrell, Wynet

Focus Area: Parental Conferencing

Other Area:

Audience: All

Abstract: Communication plays an important role in student success. Communication skills are an essential part of any productive workplace. As educators, we must effectively communicate with parents, coworkers, employers, etc. Written communication is probably the most efficient and effective way we can provide valuable ongoing correspondence between school and home. This session will present a range of communication suggestions enhancing partnerships throughout the teaching experience.

Presentation Addresses the Following Categories of Instructional Strategies that Affect Student Achievement

Identifying similarities and differences	Cooperative learning
Summarizing and note taking	Homework and practice
Questions, cues, and advance organizers	Nonlinguistic representations
Setting objectives and providing feedback	Generating and testing hypotheses
Reinforcing effort and providing recognition	<u>Yes</u> Other

Title: 8 Dare to Differentiate: Creating Choice Boards

Presenter: Dickerson, Shirley

Focus Area: Literacy (K-5)

Other Area:

Audience: Elementary

Abstract: In an effort to help teachers incorporate rigorous and differentiated activities in the classroom, participants will create an ELA choice board. A choice board is a graphic organizer that allows students to choose how they will learn a concept. Choice boards empower students, while providing structured parameters for students to reach learning goals. These activities ensure that each learner focuses on knowledge, understanding, and skills designated as essential in a K-5 classroom. This session will equip educators with activities and ideas that will help them immediately create and implement choice boards in their classrooms.

Presentation Addresses the Following Categories of Instructional Strategies that Affect Student Achievement

Identifying similarities and differences	<u>Yes</u> Cooperative learning
Summarizing and note taking	Homework and practice
<u>Yes</u> Questions, cues, and advance organizers	Nonlinguistic representations
<u>Yes</u> Setting objectives and providing feedback	Generating and testing hypotheses
Reinforcing effort and providing recognition	Other

Beginning Teacher Conference Sessions (2015)

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Title: 9 Delving Into Guided Writing

Presenter: Gaines, Lashenna

Focus Area: Literacy (K-5)

Other Area:

Audience: PreK-2

Abstract: Writing instruction can serve as the foundation for extending students' writing and reading development. In this session we will give teachers the tools needed to design lessons to implement small group writing that reinforces small group reading instruction and extends comprehension.

Presentation Addresses the Following Categories of Instructional Strategies that Affect Student Achievement

<u>Yes</u> Identifying similarities and differences	Cooperative learning
<u>Yes</u> Summarizing and note taking	Homework and practice
<u>Yes</u> Questions, cues, and advance organizers	Nonlinguistic representations
<u>Yes</u> Setting objectives and providing feedback	Generating and testing hypotheses
<u>Yes</u> Reinforcing effort and providing recognition	Other

Title: 10 Designing for Active, Engaged Learning

Presenter: Shattuck, Kristen

Focus Area: Other Area

Other Area: Active Learning, Student Engagement

Audience: All

Abstract: Participants will advance their knowledge of promoting instruction that fully engages all students in a variety of ways – socially, emotionally, physically and mentally. We'll engage in these strategies as learners and consider the practical implications as classroom teachers. Collaborative time to design for implementation will highlight the kind of thinking we want our students to engage in and allow for networking among colleagues. Participants will leave with a plan for incorporating strategies that support students in being more accountable for their learning, satisfying students' needs for socialization through academic collaboration, and increasing opportunities for student learning through participation and leadership.

Presentation Addresses the Following Categories of Instructional Strategies that Affect Student Achievement

Identifying similarities and differences	<u>Yes</u> Cooperative learning
Summarizing and note taking	Homework and practice
Questions, cues, and advance organizers	Nonlinguistic representations
Setting objectives and providing feedback	Generating and testing hypotheses
Reinforcing effort and providing recognition	Other

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Title: 11 Eating the Elephant--A Bite-Sized Technology Integration Plan

Presenter: Swain, Carol & Scott, Pam

Focus Area: Planning for Effective Instruction

Other Area:

Audience: Middle/High

Abstract: Whether we're being asked to flip our classroom, go paperless, or gammify, most teachers, even seasoned veterans find the task of integrating technology effectively into classroom practices overwhelming. This session will provide you with small-scale strategies for using technology to organize and manage your classroom, facilitate instruction and assess student learning.

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Identifying similarities and differences

Cooperative learning

Summarizing and note taking

Homework and practice

Questions, cues, and advance organizers

Nonlinguistic representations

Setting objectives and providing feedback

Generating and testing hypotheses

Reinforcing effort and providing recognition

Yes *Other*

Title: 12 Engaging with Vocabulary

Presenter: Ramsey, Tamielle

Focus Area: Planning for Effective Instruction

Other Area:

Audience: All

Abstract: To increase the likelihood of students becoming both college and career-ready, all teachers must teach with the intention of supporting the acquisition of a rich vocabulary in every student. This hands-on session provides teachers with opportunities to enhance vocabulary instruction through the modeling of engaging instructional practices. Participants will take away numerous strategies and tools that will enhance the way they approach vocabulary in their classrooms.

Presentation Addresses the Following Categories of Instructional Strategies that Affect Student Achievement

Yes *Identifying similarities and differences*

Cooperative learning

Summarizing and note taking

Homework and practice

Yes *Questions, cues, and advance organizers*

Yes *Nonlinguistic representations*

Setting objectives and providing feedback

Generating and testing hypotheses

Reinforcing effort and providing recognition

Yes *Other*

Beginning Teacher Conference Sessions (2015)

Pending Approval

Title: 13 Flipping and Blending Learning to Build Fluency in a Math

Presenter: Anderson, Melanie

Focus Area: Technology for the Classroom

Other Area:

Audience: 6-8

Abstract: This session is designed for the educator who has 1:1 devices for their students and would like to differentiate in the classroom by using the technology.

Presentation Addresses the Following Categories of Instructional Strategies that Affect Student Achievement

	<i>Identifying similarities and differences</i>	<u>Yes</u>	<i>Cooperative learning</i>
	<i>Summarizing and note taking</i>	<u>Yes</u>	<i>Homework and practice</i>
	<i>Questions, cues, and advance organizers</i>		<i>Nonlinguistic representations</i>
<u>Yes</u>	<i>Setting objectives and providing feedback</i>		<i>Generating and testing hypotheses</i>
<u>Yes</u>	<i>Reinforcing effort and providing recognition</i>		<i>Other</i>

Title: 14 Guided Reading (Using Whole and Small Group Instruction During the 90 minute Literacy Block)

Presenter: Harvey-Morales, Twanna

Focus Area: Literacy (K-5)

Other Area:

Audience: Elementary

Abstract: An effective literacy lesson can be done with elementary students by providing whole and small group instruction in a 90 minute timeframe. In this session the participants will learn how this can be done effectively to produce high student achievement and differentiating student instruction is a must!!

Presentation Addresses the Following Categories of Instructional Strategies that Affect Student Achievement

<u>Yes</u>	<i>Identifying similarities and differences</i>	<u>Yes</u>	<i>Cooperative learning</i>
	<i>Summarizing and note taking</i>		<i>Homework and practice</i>
<u>Yes</u>	<i>Questions, cues, and advance organizers</i>		<i>Nonlinguistic representations</i>
<u>Yes</u>	<i>Setting objectives and providing feedback</i>		<i>Generating and testing hypotheses</i>
	<i>Reinforcing effort and providing recognition</i>		<i>Other</i>

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Title: 15 Harnessing the Power of Blended Learning

Presenter: Furse, Ben

Focus Area: Technology for the Classroom

Other Area:

Audience: Middle/High

Abstract: Blended learning has the potential to expand student learning far beyond the classroom walls and normal school hours. Learn how you can engage your students in an online environment and provide 24/7 access to resources, assessments, and tools for student collaboration and feedback. There are numerous tools to make this happen, several of which will be highlighted in this session. The open-source Moodle platform will be demonstrated to model effective techniques for any type of blended learning situation. Participants will experience blended learning and discover effective strategies for teaching in this unique environment.

Presentation Addresses the Following Categories of Instructional Strategies that Affect Student Achievement

	<i>Identifying similarities and differences</i>	<u>Yes</u>	<i>Cooperative learning</i>
	<i>Summarizing and note taking</i>	<u>Yes</u>	<i>Homework and practice</i>
<u>Yes</u>	<i>Questions, cues, and advance organizers</i>		<i>Nonlinguistic representations</i>
<u>Yes</u>	<i>Setting objectives and providing feedback</i>		<i>Generating and testing hypotheses</i>
<u>Yes</u>	<i>Reinforcing effort and providing recognition</i>		<i>Other</i>

Title: 16 How Can I Survive This Year?

Presenter: Outland, Chrystal

Focus Area: Classroom Management (K-5)

Other Area:

Audience: PreK-2

Abstract: Are you asking yourself this question? Are you wondering how to make it through each day? I will provide tips on classroom management, organization, DAILY 5 instruction, parental involvement, cooperative learning, and how to have FUN while teaching! This session is full of ideas, inspiration, and "aha moments"!

Presentation Addresses the Following Categories of Instructional Strategies that Affect Student Achievement

	<i>Identifying similarities and differences</i>	<u>Yes</u>	<i>Cooperative learning</i>
	<i>Summarizing and note taking</i>		<i>Homework and practice</i>
	<i>Questions, cues, and advance organizers</i>		<i>Nonlinguistic representations</i>
	<i>Setting objectives and providing feedback</i>		<i>Generating and testing hypotheses</i>
	<i>Reinforcing effort and providing recognition</i>		<i>Other</i>

Beginning Teacher Conference Sessions (2015)

Pending Approval

Title: 17 How Do I Reach You to Teach You?

Presenter: Jackson-Hoggard, Catina

Focus Area: Understanding Poverty

Other Area:

Audience: All

Abstract: How do you reach economically disadvantaged students to be able to teach them? This session provides a basic understanding of why economically disadvantaged students act the way they do and strategies to help them achieve academic success.

Presentation Addresses the Following Categories of Instructional Strategies that Affect Student Achievement

Identifying similarities and differences

Cooperative learning

Summarizing and note taking

Homework and practice

Questions, cues, and advance organizers

Nonlinguistic representations

Setting objectives and providing feedback

Generating and testing hypotheses

Reinforcing effort and providing recognition

Other

Title: 18 Increasing the Multiples of Effort: A practical approach to increasing student success

Presenter: Edwards, Pamela

Focus Area: Motivating the Hard to Reach Student (K-5)

Other Area:

Audience: All

Abstract: The relationship among effort, success, and value can be expressed as a mathematical equation: $\text{Effort} = \text{Expectation of Success} \times \text{Value}$ (Cummings, 1992). Effort can be described as the product of two factors - aptitude and persistence. Aptitude and persistence are interdependent since the lower a student's aptitude, the longer he will require (persistence) for mastery. Aptitude and persistence, related to learning, are regulated by students' expectation of success and the value students give to the learning or task. In this session participants will explore practical strategies to apply to increase student effort and increase learning success.

Presentation Addresses the Following Categories of Instructional Strategies that Affect Student Achievement

Identifying similarities and differences

Cooperative learning

Summarizing and note taking

Homework and practice

Questions, cues, and advance organizers

Nonlinguistic representations

Yes *Setting objectives and providing feedback*

Generating and testing hypotheses

Yes *Reinforcing effort and providing recognition*

Other

Beginning Teacher Conference Sessions (2015)

Pending Approval

Title: 19 Is it 3 O'Clock yet?

Presenter: Dodson, Donna & Kershner, Paula

Focus Area: Classroom Management (6-12)

Other Area:

Audience: 6-8

Abstract: This session will identify some key components of an effective classroom management system highlighting setting expectations, procedures, rules/consequences/rewards and transitions. Participants will leave with tools that can be immediately implemented to have a positive impact on classroom management.

Presentation Addresses the Following Categories of Instructional Strategies that Affect Student Achievement

	<i>Identifying similarities and differences</i>	<i>Cooperative learning</i>
	<i>Summarizing and note taking</i>	<i>Homework and practice</i>
<u>Yes</u>	<i>Questions, cues, and advance organizers</i>	<i>Nonlinguistic representations</i>
<u>Yes</u>	<i>Setting objectives and providing feedback</i>	<i>Generating and testing hypotheses</i>
<u>Yes</u>	<i>Reinforcing effort and providing recognition</i>	<i>Other</i>

Title: 20 Learn! Improve! Sustain! Confirm! "Taking the Lead with Classroom Management in Order to Improve Instruction"

Presenter: Harrell, Urania

Focus Area: Classroom Management (K-5)

Other Area:

Audience: Elementary

Abstract: Research tells us that good classroom management is the one commonality among all effective instructors.
If you don't have that, you're sunk!
Come and get your steps to success in classroom management!

Presentation Addresses the Following Categories of Instructional Strategies that Affect Student Achievement

	<i>Identifying similarities and differences</i>	<u>Yes</u> <i>Cooperative learning</i>
	<i>Summarizing and note taking</i>	<i>Homework and practice</i>
	<i>Questions, cues, and advance organizers</i>	<i>Nonlinguistic representations</i>
<u>Yes</u>	<i>Setting objectives and providing feedback</i>	<i>Generating and testing hypotheses</i>
<u>Yes</u>	<i>Reinforcing effort and providing recognition</i>	<i>Other</i>

Beginning Teacher Conference Sessions (2015)

Pending Approval

Title: 21 Math + Literature = A Perfect Match

Presenter: Eure, Rachel

Focus Area: Planning for Effective Instruction

Other Area: Mathematics k-5

Audience: Elementary

Abstract: In this session teachers will be given literature ideas to use as springboards into math topics. The 8 Mathematical practices will also be discussed as well as ways to incorporate technology.

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Identifying similarities and differences

Cooperative learning

Summarizing and note taking

Homework and practice

Questions, cues, and advance organizers

Nonlinguistic representations

Setting objectives and providing feedback

Generating and testing hypotheses

Reinforcing effort and providing recognition

Other

Title: 22 Myth Busters: Unlocking the Myths of Teaching

Presenter: DeCresie, Terry

Focus Area: Planning for Effective Instruction

Other Area:

Audience: All

Abstract: As educators, we often hear phrases such as, "Don't smile your first year." During this presentation, various educational topics will be discussed and then ruled as busted, plausible, or confirmed. Embedded in the presentation will be instructional practices that can be used for formative assessment. Join us as we explore the myths of education!

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Identifying similarities and differences

Cooperative learning

Summarizing and note taking

Homework and practice

Questions, cues, and advance organizers

Nonlinguistic representations

Setting objectives and providing feedback

Generating and testing hypotheses

Reinforcing effort and providing recognition

Yes *Other*

Beginning Teacher Conference Sessions (2015)

Pending Approval

Title: 23 NC WISEOWL - The one site you need to know!!!
Presenter: Conner, Elizabeth
Focus Area: Other Area
Other Area: Using NC WiseOwl for Research, Resources, and Instruction
Audience: All
Abstract: Need resources for rigorous instruction? Work smarter not harder! Use NC Wiseowl! NC DPI maintains a fabulous instructional resource – NC Wiseowl. This site is an excellent resource for teachers, students, and parents.
Come! Let us explore this site together. In this session, the facilitator will highlight key resources of the NC Wiseowl site. Encyclopedia Britannica will be a particular focus as it has many components k-12 that will be helpful to teachers for both instruction and research!

Presentation Addresses the Following Categories of Instructional Strategies that Affect Student Achievement

<u>Yes</u> Identifying similarities and differences	<u>Yes</u> Cooperative learning
<u>Yes</u> Summarizing and note taking	<u>Yes</u> Homework and practice
<u>Yes</u> Questions, cues, and advance organizers	Nonlinguistic representations
<u>Yes</u> Setting objectives and providing feedback	Generating and testing hypotheses
<u>Yes</u> Reinforcing effort and providing recognition	<u>Yes</u> Other

Title: 24 OMG Students?!
Presenter: Moore, Kristy
Focus Area: Classroom Management (K-5)
Other Area:
Audience: Elementary
Abstract: In this high energy, interactive session participants will identify some key components of an effective classroom management system; setting high expectations, procedures, rules/consequences and transitions. All participants will leave the session with tools that will enable them to implement positive and effective classroom management strategies.

Presentation Addresses the Following Categories of Instructional Strategies that Affect Student Achievement

<u>Yes</u> Identifying similarities and differences	<u>Yes</u> Cooperative learning
Summarizing and note taking	Homework and practice
Questions, cues, and advance organizers	Nonlinguistic representations
<u>Yes</u> Setting objectives and providing feedback	Generating and testing hypotheses
<u>Yes</u> Reinforcing effort and providing recognition	Other

Beginning Teacher Conference Sessions (2015)

Pending Approval

Title: 25 Parental Survival Tips

Presenter: Drake, Melissa

Focus Area: Parental Conferencing

Other Area:

Audience: Middle/High

Abstract: Ever heard the adage; “Teaching would be so much better without the parents”? Completely untrue, but, to make this untrue you must have a Parental Action Plan. Positive or negative, parents are taking an even more active role in their child’s education. From positive parental contacts to the bullying phone calls and page long e-mails to direct contact with your grading program, you must have a proactive plan. This practical session with handouts allows you to critique and add to your own Parental Action Plan!

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	<i>Identifying similarities and differences</i>		<i>Cooperative learning</i>
	<i>Summarizing and note taking</i>	<u>Yes</u>	<i>Homework and practice</i>
	<i>Questions, cues, and advance organizers</i>		<i>Nonlinguistic representations</i>
<u>Yes</u>	<i>Setting objectives and providing feedback</i>		<i>Generating and testing hypotheses</i>
<u>Yes</u>	<i>Reinforcing effort and providing recognition</i>		<i>Other</i>

Title: 26 Reading By Myself Isn't Boring!

Presenter: Stevens, Christy

Focus Area: Literacy (K-5)

Other Area:

Audience: Elementary

Abstract: Teachers, your students can begin reading independently from day one, even in kindergarten! Participants will discover independent reading strategies and learn to implement them in a K-5 literacy classroom even with assessment demands! Explore the meaning of independent reading and how to manage classrooms in order to achieve a daily independent reading time. The purpose of the session will be to share independent reading strategies (read to self, read to a partner, read to an adult, retell a story, read pictures and listen to reading) that will improve student reading achievement in kindergarten through fifth grade.

Presentation Addresses the Following Categories of Instructional Strategies that Affect Student Achievement

<u>Yes</u>	<i>Identifying similarities and differences</i>	<u>Yes</u>	<i>Cooperative learning</i>
<u>Yes</u>	<i>Summarizing and note taking</i>		<i>Homework and practice</i>
<u>Yes</u>	<i>Questions, cues, and advance organizers</i>		<i>Nonlinguistic representations</i>
<u>Yes</u>	<i>Setting objectives and providing feedback</i>		<i>Generating and testing hypotheses</i>
<u>Yes</u>	<i>Reinforcing effort and providing recognition</i>		<i>Other</i>

Beginning Teacher Conference Sessions (2015)

Pending Approval

Title: 27 Stakeholder Indicators: Parent and Community Engagement
Presenter: Rinehart, Sonya & Newkirk, Erika
Focus Area: Other Area
Other Area: School Culture
Audience: All
Abstract: This interactive session will focus on the impact of school culture on teacher productivity. The session will focus on methods to enhance Standard 2 of the North Carolina Professional Teaching Standards. Participants will utilize various indicators in reflective collaboration as to examine methods to increase stakeholder engagement in the school.

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<u>Yes</u> Identifying similarities and differences	<u>Yes</u> Cooperative learning
Summarizing and note taking	Homework and practice
<u>Yes</u> Questions, cues, and advance organizers	Nonlinguistic representations
<u>Yes</u> Setting objectives and providing feedback	<u>Yes</u> Generating and testing hypotheses
<u>Yes</u> Reinforcing effort and providing recognition	Other

Title: 28 Swimming Deeply in the text: Give them Time to Comprehend
Presenter: Wolfskill, Jayne
Focus Area: Other Area
Other Area: Engaging ways to integrate and elevate comprehension in content areas 3-6
Audience: 3-5
Abstract: Students need time to swim deeply in text to achieve the true enjoyment of reading. Teaching students to experience reading by demonstrating to them cues on how and what to think while reading is sometimes seen as too time consuming in our high-stakes, test drive society. Good teachers however know they will have cheated students if instruction does not include time to reflect, analyze and make connections to other books, to self and to the world. Teaching interesting and engaging strategies in reading and comprehension in a all content areas is the goal of this session. It is a face-paced, interactive session targeted for grades three to six.

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Identifying similarities and differences	Cooperative learning
Summarizing and note taking	Homework and practice
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Setting objectives and providing feedback	Generating and testing hypotheses
Reinforcing effort and providing recognition	Other

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Pending Approval

Title: 29 Teaching with Fun! Designing lessons that engage students and inspire creativity.
Presenter: Parker, Keith
Focus Area: Planning for Effective Instruction
Other Area:
Audience: 9-12
Abstract: Curriculum is important. Standardized test scores are important. Having fun at school ,however, is more important. This session will provide attendees with original tried and true lesson plans that teach rigorous content but also are just simply, FUN! Free resources and student work samples will be given to all attendees.

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<u>Yes</u> Identifying similarities and differences	<u>Yes</u> Cooperative learning
Summarizing and note taking	<u>Yes</u> Homework and practice
Questions, cues, and advance organizers	Nonlinguistic representations
<u>Yes</u> Setting objectives and providing feedback	<u>Yes</u> Generating and testing hypotheses
Reinforcing effort and providing recognition	Other

Title: 30 The Art of App Smashing!
Presenter: Futrell, Abbey
Focus Area: Technology for the Classroom
Other Area:
Audience: All
Abstract: If you enjoy learning about new tech tools, this session is what you are looking for...times 10! Experience the art of app smashing, where we COMBINE tech tools to create incredible instructional resources for students. Open minds and adventurous teachers are welcomed!

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Questions, cues, and advance organizers	Nonlinguistic representations
Setting objectives and providing feedback	Generating and testing hypotheses
Reinforcing effort and providing recognition	<u>Yes</u> Other

Beginning Teacher Conference Sessions (2015)

Pending Approval

Title: 31 The Non-Negotiables of Instructional Design

Presenter: Porter, Rachel

Focus Area: Planning for Effective Instruction

Other Area:

Audience: All

Abstract: Effective teaching is built upon two primary elements: design and delivery. The design of high quality instruction is both an art and a science. The goal of this session is to provide an in-depth examination of the architecture of successful instruction. Participants will engage in active learning around core instructional design principles and increase their ability to apply these structures to their own lessons and with the technology tools available. Session activities include whole and small group discussion, along with modeling of instructional design techniques.

Presentation Addresses the Following Categories of Instructional Strategies that Affect Student Achievement

<u>Yes</u> Identifying similarities and differences	Cooperative learning
Summarizing and note taking	<u>Yes</u> Homework and practice
<u>Yes</u> Questions, cues, and advance organizers	<u>Yes</u> Nonlinguistic representations
<u>Yes</u> Setting objectives and providing feedback	Generating and testing hypotheses
Reinforcing effort and providing recognition	Other

Title: 32 The Three R's: Relationships, Rigor, and Relevancy

Presenter: Dickerson, Jami

Focus Area: Motivating the Hard to Reach Student (K-5)

Other Area:

Audience: Elementary

Abstract: This session will help you learn how to incorporate the three R's into your classroom. Learn how positive relationships will help create engaging lessons with rigor and how those lessons will in turn be relevant to the lives of your students. These three aspects can change your classroom around!

Presentation Addresses the Following Categories of Instructional Strategies that Affect Student Achievement

Identifying similarities and differences	<u>Yes</u> Cooperative learning
Summarizing and note taking	Homework and practice
Questions, cues, and advance organizers	Nonlinguistic representations
<u>Yes</u> Setting objectives and providing feedback	Generating and testing hypotheses
<u>Yes</u> Reinforcing effort and providing recognition	Other

Beginning Teacher Conference Sessions (2015)

Pending Approval

Title: 33 Three Tech Tools to Help Individualize Instruction

Presenter: Decresie, Terri

Focus Area: Technology for the Classroom

Other Area:

Audience: 6-8

Abstract: Would you like to learn technology tools that can be used to individualize instruction in various subject areas? This session is for you! The tools are: NewsELA, Actively Learn, and EdPuzzle. All three tools are highly engaging, free, and adaptable for grades 4-12.

Presentation Addresses the Following Categories of Instructional Strategies that Affect Student Achievement

	<i>Identifying similarities and differences</i>		<i>Cooperative learning</i>
	<i>Summarizing and note taking</i>	<u>Yes</u>	<i>Homework and practice</i>
<u>Yes</u>	<i>Questions, cues, and advance organizers</i>		<i>Nonlinguistic representations</i>
	<i>Setting objectives and providing feedback</i>		<i>Generating and testing hypotheses</i>
	<i>Reinforcing effort and providing recognition</i>		<i>Other</i>

Title: 34 Using North Carolina End-of-Grade Test Results to Target Instruction

Presenter: Durakovic, Lela

Focus Area: Using Data to Guide Instruction

Other Area:

Audience: All

Abstract: The Quantile measure in mathematics is provided to students who take the North Carolina EOG Assessments. Participants will gain insight on how to use the Quantile measure that is reported on the End-of-Year Student Report form. Educators are empowered to target student needs using these results and the FREE resources on the Quantiles.com website.

Presentation Addresses the Following Categories of Instructional Strategies that Affect Student Achievement

	<i>Identifying similarities and differences</i>		<i>Cooperative learning</i>
	<i>Summarizing and note taking</i>	<u>Yes</u>	<i>Homework and practice</i>
	<i>Questions, cues, and advance organizers</i>		<i>Nonlinguistic representations</i>
<u>Yes</u>	<i>Setting objectives and providing feedback</i>		<i>Generating and testing hypotheses</i>
	<i>Reinforcing effort and providing recognition</i>		<i>Other</i>

Beginning Teacher Conference Sessions (2015)

Pending Approval

Title: 35 Utilizing Modeling and Think Aloud Instructional Strategies to Tackle Text

Presenter: Conner, Elizabeth

Focus Area: Literacy (K-5)

Other Area:

Audience: Elementary

Abstract: This session will provide guidance in utilizing the instructional strategies of Modeling and Think Aloud to guide students through reading and comprehending texts. Competent readers know how to tackle texts. However, for many emergent readers the skills needed to confidently tackle text must be systematically taught using a variety of texts.
Come be a “student” in this session. Experience how modeling and think aloud can be used to build confidence, comprehension and critical thinking as we explore a variety of texts together.

Presentation Addresses the Following Categories of Instructional Strategies that Affect Student Achievement

<u>Identifying similarities and differences</u>	<u>Cooperative learning</u>
<u>Summarizing and note taking</u>	<u>Homework and practice</u>
<u>Yes</u> <u>Questions, cues, and advance organizers</u>	<u>Nonlinguistic representations</u>
<u>Yes</u> <u>Setting objectives and providing feedback</u>	<u>Generating and testing hypotheses</u>
<u>Yes</u> <u>Reinforcing effort and providing recognition</u>	<u>Yes</u> <u>Other</u>

Title: 36 “Visualize” the Transition of a Child Reading to Learn

Presenter: Cranford, Jennifer

Focus Area: Literacy (K-5)

Other Area:

Audience: 3-5

Abstract: Proficient readers play "movies" in their head. Today's students have not learned that basic strategy because their whole life has been on a screen instead of using their imagination. To transition a student from learning to read to reading to learn is very difficult, especially with the inability to pay attention to the pictures that should play in their head. Learn how I implemented the visualization strategy in a small-guided reading group to grow my struggling students.

Presentation Addresses the Following Categories of Instructional Strategies that Affect Student Achievement

<u>Yes</u> <u>Identifying similarities and differences</u>	<u>Cooperative learning</u>
<u>Yes</u> <u>Summarizing and note taking</u>	<u>Homework and practice</u>
<u>Questions, cues, and advance organizers</u>	<u>Yes</u> <u>Nonlinguistic representations</u>
<u>Setting objectives and providing feedback</u>	<u>Generating and testing hypotheses</u>
<u>Reinforcing effort and providing recognition</u>	<u>Other</u>

Beginning Teacher Conference Sessions (2015)

Pending Approval

Title: 37 What Do I Do With Early Finishers?

Presenter: Pittman, Shanetta

Focus Area: Planning for Effective Instruction

Other Area:

Audience: Elementary

Abstract: Have you ever wondered what to do with those students who are early finishers? If so, then this is the session for you! Come to this session to receive a variety of anchor activities aligned to the Common Core Standards. Participants will walk away with ready-to-use resources for ANY classroom.

Presentation Addresses the Following Categories of Instructional Strategies that Affect Student Achievement

Identifying similarities and differences	Cooperative learning
Summarizing and note taking	Homework and practice
Questions, cues, and advance organizers	Nonlinguistic representations
Setting objectives and providing feedback	Generating and testing hypotheses
Reinforcing effort and providing recognition	<u>Yes</u> Other

Title: 38 "What had happened was...."-Student Engagement: Proactive versus Reactive

Presenter: Eure, Kathryn & Hicks, Monique

Focus Area: Classroom Management (6-12)

Other Area:

Audience: Middle/High

Abstract: Using common classroom management dilemmas, participants will explore the differences between the proactive educator and reactive educator. Participants will leave with a toolkit of strategies to use with a variety of student profiles, such as the agitator, the attention getter, the do nothing, and various others.

Presentation Addresses the Following Categories of Instructional Strategies that Affect Student Achievement

Identifying similarities and differences	Cooperative learning
Summarizing and note taking	Homework and practice
Questions, cues, and advance organizers	Nonlinguistic representations
Setting objectives and providing feedback	Generating and testing hypotheses
Reinforcing effort and providing recognition	<u>Yes</u> Other